**Structured Small Group Program Template**

**Title**

**Goal/ Purpose**

Write a program goal that you would like to accomplish through your structured group sessions. The goal should be related to the identified need, take into consideration school vision and mission, and the core standards identified. The goal should address the components of a well written goal statement (Identification of the learners; Identification of the desired skill, knowledge, or attitude; Identification of the desired skill, knowledge, or attitude will be applied in context; Identification of the tools) . The goal should be feasible (remember this is one program with few sessions) and clearly stated.

*Goals are general in nature (for they will be broken down later into objectives) and usually stated in terms of new skills, knowledge, or attitudes the learner is to acquire. The goal directs the entire design process.*

*To assist you in identifying you goal, you may answer the following questions:*

1. *Who are the learners that you want to accomplish your goal?*
2. *What should the learners be able to do, perform, or accomplish?*
3. *In what context will they be attempting to accomplish it?*
4. *What tools will be available to them as they attempt to accomplish it?*
5. *How could you tell if they did accomplish it?*

*A well stated goal statement includes the following elements:*

* *Identification of the learners*
* *Identification of the desired skill, knowledge, or attitude*
* *Identification of the desired skill, knowledge, or attitude will be applied in context*
* *Identification of the tools*

*An example of an effective goal statement that arose from the identified need of students being unable to effectively use the Internet to do research is: Given a research topic, first-year English students will use the Alta Vista Internet search engine to locate information related to their topic and then evaluate the quality of the sources they find to select the most worthwhile*

**Population**

Identify thepopulation for whom the group will serve (e.g. The group is for female students, ages 6- 8, who have experienced a parental divorce in the last 12 months.)

**Rationale/ Need**

Data-driven, needs-based programming that clearly aligns empirical research, professional school counseling standards, and school’s mission is needed. In a brief narrative, provide a rationale for the group based on empirical research. Also, explain how you will assess the need for the group. Identify at least 2 existing data sources (e.g. community crime reports, discipline reports, etc) and one other needs assessment approach. Describes how these data sources will be analyzed in order to identify needs and gaps in achievement. Include all ancillary materials as needed in the appendix . For example, if a survey is used to assess needs, please include the survey.

*Note that if you are unfamiliar with needs assessment and program evaluation, the following may be helpful: A program usually begins with a purpose, and the purpose is usually directed toward bringing about change- a change in attitude, skill, or knowledge. For example, a student may need knowledge in a certain area to pursue a career. The program designer needs to determine exactly what type of change needs to occur. According to Morrison, Ross, and Kemp (2004), "The instructional design process begins with the identification of a problem or need" (p.31) via a needs analysis. A needs analysis consists of gathering information via interviews, observations, and document review to determine the core problem or need, and, ultimately to identify the goals for a program. The analysis may be formal or informal based upon the information that the designer has about the problem. This is usually via existing data sources or through communication with administrators.*

*To analyze needs, Morrison, Ross, and Kemp (2004) suggest the program designer conducts a formal needs assessment for three primary reasons:*

* *To identify the needs relevant to a particular task (i.e. What are the problems affecting the completion of the task?)*
* *To identify instructional goals*
* *To set priorities in selection of instruction and intervention*
* *To provide baseline data to assess effectiveness of instruction or intervention*

*A needs assessment is conducted in 4 stages:*

1. ***Planning -*** *In the planning phase,**the Program designer (PD) defines the audience, the type of data that needs to be collected, and how the data will be collected. The PD decides if he or she will collect data from the entire audience or a portion of the audience and develops the data collection tool (i.e. interview questions, questionnaire, focus-group interview, etc). (Note: Sometimes it is impossible to collect data from the entire audience and a smaller sample need to be selected. Statistical procedures and formulas are available to help determine a proper sample size; this is beyond the scope of this course).*
2. ***Collecting data -*** *In this phase, the PD collects the data via the planned method. The ID may schedule interview times of send surveys with instructions on how to return them.*
3. ***Analyzing the data -*** *In this phase, the PD employs statistical analysis procedures and analyzes the data. The PD also prioritizes the needs "on the basis of economic value (e.g., cost value to the school, impact (e.g., number of people affected), a ranking scale, frequency of identification or timeliness" (p.38). Morrison, Kemp, and Ross suggest using the* [*Delphi method*](http://www.carolla.com/wp-delph.htm) *for prioritizing.*
4. ***Compiling a report -*** *In the final phase, the PD completes a report with four sections: the purpose, the process (e.g., how the assessment was carried out and who was involved), the results (quantitative charts and graphs and qualitative narrative), and recommendations including the identification of goals.*

*The type of need identified in a needs analysis may be one of six types of educational needs (Burton & Merrill, 1991):*

***Normative need*** *- A normative need exists when an individual or group has a deficiency, fall below the norm or expectation of some established group. For example, students in a school score below national average*

***Felt need*** *- This need is present when someone feels that it ought to be done or  an individual desire to improve. Warning: ID should be aware of needs that are motivated by a desire other than performance improvement. For example,  an administrator feels a sensitivity training program would be useful to encourage teachers to collaborate more or a parents of elementary school children feel their children need computer literacy skills*

***Expressed need or demand*** *- A felt need becomes an expressed need when people put what they want into actions; there is more need than there is a supply. For example, 300 students show up for Introduction to Biology at 8am and the room contains 100 chairs*

***Comparative need*** *- A comparative need is present when two groups with similar characteristics do not receive a similar services or products. A discrepancy exists between two groups. For example, one high school has a state of the arc computer laboratory and every other high school in the district does not.*

***Anticipated or future needs*** *- This need is concerned with "what will be" rather than "what is". A discrepancy between what is currently available and the what is projected as a future demand. Identifying such needs should be part of any planned change so training can be designed prior to implementation of the change. For example, a school principal and supervisors might decide to implement a new instructional technology next year. An anticipated need is the knowledge teachers require to use the technology effectively in a classroom.*

***Critical-incident need*** *- Critical incident needs are identified by analyzing potential problems and emerge when failures have significant consequences happen. For example, shootings in Columbine High and other schools prompted needs for security measures to be taken in public schools.*

*The result of a needs assessment is a description of a problem, evidence of the causes of the problem, and a list of possible solutions or interventions. The result of the needs assessment should also be one or more well-defined goals.*

**Theoretical Orientation**

In a brief narrative, identify the theoretical approach(es) and techniques that will be used in the program. Justify, using your texts as well as empirical research, the chosen theoretical orientations and techniques, especially in terms of how they support school counseling prevention and intervention programs related to your topic.

*For example, let’s say I was creating a group for adolescent Latinas who immigrated to the United States within the least 12 months targeted at social adaption, with the ultimate goal of better achievement. I may choose to use a cognitive behavioral approach. This approach is developmentally appropriate for adolescents, not necessarily young children (Delucia-Waack, 2006). Also, cultural constructs are cognitive structures that function as templates to guide one’s perceptions and interpretations. As Beck and his colleagues (1979) purport, dysfunctional schemata give rise to negative thinking patterns, and culture can exacerbate irrational beliefs. In fact, Lewis (1994) states that Latina immigrants often have stress-inducing beliefs related to their sex role socialization process; thus, beginning with CBT techniques may assist Latinas in combating irrational thoughts that lead to stress and poor adaption. Thus, a cognitive behavioral approach is an appropriate choice for this group as it aligns with the group goals and population.*

**Ethical. Legal, and Multicultural Issues**

Discuss ethical, legal, and multicultural considerations in group work with minors in the schools, as they specifically pertain to the group. Discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available to member selection to group termination, etc. Identify how the group program is culturally sensitive; describe how issues of conflict, bias, prejudice, oppression, and discrimination will be addressed during group; and identify strategies included in the group program that promote a positive, caring, and safe learning group environments. This needs to include a discussion of how the informed consent will be handled. Include all ancillary materials in the appendix. An informed consent needs to be included.

**Recruitment and Screening**

Explain recruitment (e.g. flyers, letters to parents, speaking notes for teacher workshops, etc) and screening procedures (e.g. interviews, assessments, etc) that you will implement. When explaining recruitment procedures, make sure that you include information about the materials, who will receive them, how they will be distributed, and the timeframe for distribution. When explaining the screening procedures, explain the exact instrumentation, how and when it will be given, and rule out criteria and referrals. Include all ancillary materials (e..g flyers, assessments, etc.) in the appendix.

*For example, let’s say I was creating a group for adolescent Latinas who immigrated to the United States within the least 12 months. I may choose to give potential participants a battery of assessments during a study hall period. This battery may include the English proficiency Questionnaire and Adolescent Beck Depression Scale. If potential participants score less than an 80% on the proficiency scale, indicating that they are not proficiency in English, they would be referred to the community service board Spanish speaking group.*

**Structure**

In narrative form, briefly describe the group structure, including the number of sessions, the location, when the group will meet, etc.

*For example, I may state that this psychoeducational group is a six session closed group that will be six weeks in duration. Each session will be from 1- 1:30 pm during the high school study hall and held in the counseling suite group room. It will be offered twice a year .*

**Core ASCA Standard(s)**

Identify the ASCA Standard(s) covered in program. These should be written in list form.

**Core State Academic Standard(s)**

Identify the core academic standards covered in program. These should be written in list form.

**Objectives**

Taking into consideration Mager’s (1997) 3 components and issues; Dick, Carey, and Carey’s steps to writing an effective objective, as well as additional reading and research you have done for this course, write measurable objectives for the program- these can be repeated in the session objectives below. At minimum, the objectives have 3 components in which Mager (1997) identified: 1) Performance, 2) Conditions, 3) Criterion. Make sure that the objectives align with school counseling and state academic standards. Next to each objective provide indication of the state and school counseling standards via the standard number in which the goal aligns. The objectives should be written in list form.

*Note that writing a set of clear objectives provides a firm foundation upon which you can select instructional material, activities, and assessments. Mager (1997) identifies three components of an effective objective:*

***1. Performance***

*Performance is defined as a description of the expected behavior from the learner. It should be both measurable and observable and answers the question, "What will the learner be DOING when demonstrating achievement of the objective?"*

*Example of a performance may be:*

* *The student will be able to write a literature review*
* *The student will be able to create a multimedia tutorial*

***2. Conditions***

*A condition is a description of the circumstances in which the task will be performed. It may also include a description of the available resources and tool for learners to complete the desired behavior.*

*Example of a condition may be:*

* *Given a fully-functioning video camera*
* *In the presence of an irate supervisor.*

*An example of an objective with a performance and conditions is:*

* *Given a bicycle and a flat street, the student will be able to ride the bike to the end and back. (The conditions that will influence the performance are the bike and the flat street.).*
* *Given screen capturing software, the student will be able to create a 10 minute multimedia tutorial. (The condition that will influence the performance is the software. ).*

***3. Criterion***

*Criterion refers to a description of the criteria that indicates mastery of the objective. It is the part of the objective that describes the desired or appropriate level of performance.*

*For example:*

* *Students will write an APA style literature re view. It should have no spelling, grammar, or punctuation errors.*

*Criterion may also be defined in terms of speed or accuracy. For example:*

* *Students will complete a math times table quiz within 10 minutes or with 75% accuracy.*

*In addition to 3 components, Mager (1997) describes three important issues to consider when writing effective objectives:*

1. *Ensure objectives are related to intended outcomes, rather than the process for achieving those outcomes. Facilitating learning and lecture may be part of the process of instruction but it is not the purpose. When writing an objective describe the intended result.*
2. *Ensure objectives are specific and measurable, rather than broad and intangible. If the objective is specific and measurable, then you should be able to determine if the objective has been achieved.*

*Ensure objectives are concerned with learner and not the counselor. The objective should be stated in terms of the student's performance. An additional consideration is good word choice. Poor word choice often leads to poorly written objectives; many words do not communicate specific instructional intent. They are often vague. A vague objective is: The student will learn about instructional objectives. A better objective would be:**The student will construct 5 well-written instructional objectives for an instructional unit.*

*Here's an example of how you might write an instructional objectives for a skill identified as necessary for a goal:*

***Goal:*** *Students will create an online learning module or course using a systematic design process to assist teachers and administrators in the developing knowledge, skills, and understanding of technology for educational use.*

***Skill/Step 5:*** *Evaluate and select the media that supports instructional tasks and assist learners to meet instructional objectives in an online learning module.*

***Questions to assist in developing an objective:***

1. ***Performance:*** *What behavior is expected of the learner? What should the learner be able to do? I want learners to be able to select a media that is appropriate for the delivery of an instructional activity in an online learning module.*
2. ***Conditions:*** *What are the conditions or tools necessary for the learner to accomplish the goal? Learners will be given a list of media useful for online instruction and a media evaluation rubric. Learners will have previously identified the instructional activity to meet the instructional objective in the online learning module.*
3. ***Criterion:*** *What are the measures that will be used to determine if the learner achieved the goal? The selection of a media based on the media evaluation rubric*

***Objective 5.1****: Having identified the instructional activity and having been given a list of online media choices and a media evaluation rubric, students will select the most appropriate media for the instructional material in the online learning module.*

**Program Evaluation**

Program evaluation and outcome-driven programming in professional school counseling is essential. Explain how you will evaluate the effectiveness of the structured group program. Identify the assessments that will be used. One or multiple data sources can be used, and data sources may include multiple choice quizzes and other activities used in the actual sessions as well as school archival data. Each goal and each objective should be assessed. In other words link an evaluation to each objective. In addition, include a description of all the analysis procedures and statistics that you plan to use. And, again, make sure you address all of your objectives (i.e., variables). Include all ancillary materials in the appendix.

*For example, if I was conducting a group to increase knowledge about drug abuse for the purpose of drug prevention, I may give a pre-post test at the beginning and end of each session and have a question related to each objective. At the end of the group, I may conduct a dependent t test to determine if students knowledge increased. If I wanted to assess behavior, I may look at reported drug incidents in the school pre and post group.*

*The US Department of Health Services (2005), suggests that multiple methods are sometimes warranted in evaluation. Sometimes a single method is not sufficient to accurately measure an activity or outcome because the thing being measured is complex and/or the data method/source does not yield data that are reliable or accurate enough. Employing multiple methods (sometimes called “triangulation”) helps increase the accuracy of the measurement and the certainty of your conclusions when the various methods yield similar results. Mixed data collection methods refers to gathering both quantitative and qualitative data. Mixed methods can be used sequentially, when one method is used to prepare for the use of another, or concurrently, when both methods are used in parallel. An example of sequential use of mixed methods is when focus groups (qualitative) are used to develop a survey instrument (quantitative), and then personal interviews (qualitative and quantitative) are conducted to investigate issues that arose during coding or interpretation of survey data. An example of concurrent use of mixed methods would be using focus groups or open-ended personal interviews to help affirm the response validity of a quantitative survey.*

*Different methods reveal different aspects of the program. Consider some interventions related to drug prevention group : You might include a group assessment of drug knowledge, as well as individual student interviews to get a range of opinions. You may also assess long term effect through drug use reports in the school. When the outcomes under investigation are very abstract or no one quality data source exists, combining methods maximizes the strengths and minimizes the limitations of each method. Using multiple or mixed methods can increase the cross-checks on different subsets of findings and generate increased stakeholder confidence in the overall findings*

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**Session 1**

**Title:**

**Brief Summary of Session:**

**Theoretical Orientation:**

**Specific Group Technique:**

**Duration:** Minutes

**Materials/ Media:** Create a list of materials needed to implement the session

**Core ASCA Standard(s):** Identify the ASCA Standard(s) covered in session.

**Core State Academic Standard(s):** Identify the core academic standards covered in session .

**Objectives:** Taking into consideration Mager’s (1997) 3 components and issues; Dick, Carey, and Carey’s steps to writing an effective objective, as well as additional reading and research you have done for this course, write at least two measurable objectives for the session. At minimum, the objectives have 3 components in which Mager (1997) identified: 1) Performance, 2) Conditions, 3) Criterion. Make sure that the objectives align with school counseling and state academic standards. Next to each objective provide indication of the state and school counseling standards via the standard number in which the goal aligns. The objectives should be written in list form.

**Assessments**: Create a criterion-referenced assessment for each objective. The planned assessments should accurately assess the behavior of outlined in the objectives and provide the conditions stated in the objectives. Additionally, best practices for distance education should be taken into consideration. Only one assessment item is required to assess each objective; however,

multiple assessments are also acceptable. Note that one assessment may assess multiple objectives. It is recommended that you create a pre-post test for the session that includes multiple choice items for each session objective, include at least one for the school counseling content and one for the core academic content. Include all ancillary materials in the appendix

**Procedures/ Instructional Strategy:**  Create an instructional strategy that includes the elements suggested by

Dick, Carey, and Carey (2005): Preinstructional, assessment (note that this will overlap with the assessment section), and follow-though activities that align with objectives (there should not be any content or assessment not related to an objective) and are supported with research. Each activity and all content to be covered in session needs to be supported by research and align with the chosen theoretical orientation for the group. This section should be written in a step-by-step manner with enough detail that any person who picks up the session plan can replicate it (e.g. include speaker notes, handouts, etc) , and each step should be numbered. After each step, include a citation supporting the strategy. At least one citation per activity should be present and be from a peer reviewed counseling journal, preferably ASCA’s journal, *Professional School Counseling*. Also, provide the estimated the time for step. Include all ancillary material in the appendix.

**Homework/ Ownwork**: Include a description of homework, if applicable. Include all content in this section or as ancillary material in the appendix.

**Group Stage and Emerging Issues:** In a brief narrative, identify any issue that may arise due to content and group stage.Identify the group stage.

**Session 2**

**Title:**

**Duration:** Minutes

**Brief Summary of Session:**

**Theoretical Orientation:**

**Specific Group Technique:**

**Materials/ Media:** Create a list of materials needed to implement the session

**Core ASCA Standard(s):** Identify the ASCA Standard(s) covered in session.

**Core State Academic Standard(s):** Identify the core academic standards covered in session .

**Objectives:** Taking into consideration Mager’s (1997) 3 components and issues; Dick, Carey, and Carey’s steps to writing an effective objective, as well as additional reading and research you have done for this course, write at least two measurable objectives for the session. At minimum, the objectives have 3 components in which Mager (1997) identified: 1) Performance, 2) Conditions, 3) Criterion. Make sure that the objectives align with school counseling and state academic standards. Next to each objective provide indication of the state and school counseling standards via the standard number in which the goal aligns. The objectives should be written in list form.

**Assessments**: Create a criterion-referenced assessment for each objective. The planned assessments should accurately assess the behavior of outlined in the objectives and provide the conditions stated in the objectives. Additionally, best practices for distance education should be taken into consideration. Only one assessment item is required to assess each objective; however,

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**Group Stage and Emerging Issues:** In a brief narrative, identify any issue that may arise due to content or group stage.

**References**

Include APA formatted references.